UNIVERSITY OF HOUSTON SYSTEM
ACADEMIC & STUDENT SUCCESS COMMITTEE
Tuesday, February 9, 2010
9:30 a.m. – 11:30 a.m.

AGENDA

UNIVERSITY OF HOUSTON SYSTEM
ACADEMIC AND STUDENT SUCCESS COMMITTEE MEETING

DATE: **Tuesday, February 9, 2010**

TIME: **9:30 a.m.**

PLACE: **University of Houston**
Athletics/Alumni Center
Melcher Board Room 100B
3100 Cullen Boulevard
Houston, Texas 77204

Chair:	**Carroll Robertson Ray**
Vice Chair:	**Nelda Luce Blair**
Members:	**Mica Mosbacher**
	Kristen Lindley
	Welcome W. Wilson, Sr., Ex Officio

ACADEMIC AND STUDENT SUCCESS COMMITTEE

A. Call to Order

B. Approval of Mission Statements – UH System — A&SS – 1

Action: Approval

C. Appointment of Dean, Gerald D. Hines College of Architecture - University of Houston — A&SS – 2

Action: Approval

D. Approval of Master of Arts Degree in Forensic Psychology at University of Houston Victoria – UH Victoria — A&SS – 3

Action: Approval

E. Approval of Preliminary Planning Authority for a Bachelor of Science Degree in Software Engineering and a Doctor of Education Degree in Curriculum and Instruction at University of Houston Clear Lake – UH Clear Lake — A&SS – 4

Action: Approval

F. Information: Preliminary Spring 2010 University of Houston System Enrollment – UH System — A&SS – 5

Action: Information

G. FY 2010 Sponsored Research Activity Quarterly Report, Division of Research – University of Houston — A&SS – 6

Action: Information

H. Houston Livestock Show and Rodeo Scholarship Recipient Report – University of Houston — A&SS – 7

Action: Information

I. Adjourn

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Approval of Mission Statements

DATE PREVIOUSLY SUBMITTED:

SUMMARY

Last fall, the University of Houston System universities began the process of revising their mission statements so that they better reflect their distinctiveness within the UH System. Board of Regents approval is sought for the new mission statements for each university. Once approved, the universities' mission statements will be reviewed by the Coordinating Board in April 2010. The System mission statement is presented for Board approval but does not require Coordinating Board approval.

FISCAL NOTE:

SUPPORTING DOCUMENTATION: Proposed Mission Statements
UH System Goals and Principles
UH System Progress Cards

ACTION REQUESTED: Approval

COMPONENT: UH System

PRESIDENT — **DATE**

Elaine Chaiken — 2/2/10

SENIOR VICE CHANCELLOR John Antel — **DATE**

Renu Khator — 2-2-10

CHANCELLOR Renu Khator — **DATE**

University of Houston System

Proposed New Mission Statements

Overview of the Process

Over the past two years, the UH System has made considerable progress in refining its strategic direction. We've established new goals, principles and progress cards for our universities (attached), and we've engaged in realistic and valuable discussions about the distinctiveness of our institutions in terms of their students, faculty, programs and aspirations. Recognizing these distinctions is essential if we are to fully serve the needs of the Houston area, avoid unnecessary duplication of effort, and work more cooperatively and efficiently with one another.

As a next step in this process, the UH System universities were asked last fall to revise their mission statements. Too often mission statements speak in common higher education generalities that provide little specific insight into the identity of the university. For many institutions this might not pose a problem. But for a system like ours, where the universities are located close together, it is important that our mission statements clearly distinguish the universities, both for our own benefit as well as that of our constituents (e.g., students, the business community, legislators). Specifically, the universities were asked to revise their mission statements so that they reflect their distinctiveness within the UH System, especially in three areas – undergraduate education, graduate and professional education, and research and scholarship.

Below are the results of this process: new mission statements for each of the universities (developed collaboratively through the shared governance process) plus a mission statement for the UH System as a whole. Once Board of Regents approval is secured, the mission statements will be taken to the Texas Higher Education Coordinating Board in April for approval.

University of Houston

The mission of the University of Houston is to offer nationally competitive and internationally recognized opportunities for learning, discovery and engagement to a diverse population of students in a real-world setting. The University of Houston offers a full range of degree programs at the baccalaureate, master's, doctoral and professional levels and pursues a broad agenda of research and creative activities. As a knowledge resource to the public, the university builds partnerships with other educational institutions, community organizations, government agencies, and the private sector to serve the region and impact the world.

UH-Clear Lake

The University of Houston-Clear Lake is a student-centered, community-minded, partnership-oriented university that offers bachelors, masters and selected doctoral programs to enhance the educational, economic and cultural environment of the Houston-Galveston metropolitan region. UH-Clear Lake serves a diverse student body with special emphasis on undergraduate transfer, graduate and international students. The university offers the highest quality instruction and nationally accredited academic programs designed to develop the critical thinking, creative, quantitative, leadership and communication skills of students. The university

conducts applied and basic research and engages in community and professional service that support both the economic development and the quality of life of the area. The university is committed to community engagement through partnerships with educational institutions, businesses, government agencies and nonprofit organizations.

UH-Downtown

The University of Houston-Downtown is a comprehensive four-year university offering bachelor's and selected master's degree programs and providing strong academic and career preparation as well as life-long learning opportunities. Located in the heart of the city, the University reflects the diversity of the Greater Houston Metropolitan Area and, through its academic programs, engages with the community to address the needs and advance the development of the region. UHD is an inclusive community dedicated to integrating teaching, service, and scholarly research to develop students' talents and prepare them for success in a dynamic global society.

UH-Victoria

The University of Houston-Victoria (UHV) is a dynamic destination university in the Coastal Bend Region of Texas. UHV serves the educational needs, promotes the economic well-being, and advances the quality of life for the university and community through teaching, research, and service excellence.

As a separately accredited university in the University of Houston System, UHV is dedicated to providing students with educational and leadership opportunities that empower them to be successful 21st century professionals and citizens in the global economy. UHV offers undergraduate and graduate degrees in four schools: Arts and Sciences, Business Administration, Education and Human Development, and Nursing. Fully-online programs complement face-to-face programs and allow convenient access for UHV's traditional and non-traditional students. UHV also serves transfer students through articulation agreements with community colleges.

Civic engagement and service learning provide students the opportunity to make meaningful connections between their classroom experiences and their lives in an ever-changing and increasingly complex world. UHV enriches the region by offering economic development, life-long learning, outreach and special events, athletics and cultural experiences for the community.

UH System

The University of Houston System provides, through the complementary missions of its four universities, access to comprehensive higher education programs and services to the diverse community of students in the Houston metropolitan area and beyond. The UH System's research and scholarship are globally significant, nationally competitive, and serve as an engine for economic development, while its public service activities enhance the quality of life in the region.

University of Houston System Goals

1. **National Competitiveness**
   - The City of Houston (and the Greater Houston Region) will be known for having one of the best and most diverse metropolitan systems of higher education in the nation.
   - Each university within the UH System will benchmark itself nationally for excellence within the context of its unique mission.

2. **Student Success**
   - The UH System will commit to providing access to the people of the Greater Houston Region and the state.
   - Each university within the UH System will make student success its top priority and will hold itself publicly accountable for achieving this goal.
   - The UH System will help students identify the UHS university that best serves their needs and academic goals, so that they are not lost to the UH System or to higher education. Furthermore, pathways will be developed for transfers between campuses and admissions to graduate programs.

3. **Community Advancement**
   - The UH System will be the engine of social and economic advancement of the metropolitan region and the state.
   - Each university within the UH System will engage with its community and will hold itself publicly accountable for contributing toward community advancement.

University of Houston System Principles

Principle 1: The whole of the UH System should be greater than the sum of its parts.

Principle 2: The UH System should provide access to the people of Houston throughout the Houston metropolitan region, making that access as convenient as is academically and financially possible.

Principle 3: The UH System's institutions should be the primary providers of educational access in the Houston metropolitan region. However, they should seek partnerships with other institutions when it benefits students and when it is naturally advantageous.

Principle 4: The UH System should establish some distinctive mission differentiation among its institutions, while still enabling them to serve the needs of their region.

Principle 5: The UH System management structure should be as simple as is possible and should ensure clarity of responsibility and accountability.

Principle 6: The UH System should be strategic about its enrollment growth and intentional about its tuition and other financial strategies.

Principle 7: The UH System should ensure a standard of excellence throughout its institutions, while recognizing differences in student populations and missions.

Principle 8: The UH System should have a clear nomenclature that will enhance international, national, state, and regional marketing and branding.

Principle 9: The UH System should maximize opportunities for both its faculty and students to benefit from being within a system.

University of Houston Progress Card

1. Nationally Competitive Research University	Source	Period	Jun-08	Jun-09
1.a. Total Research Expenditures	NSF	Fiscal year	$73,542,000	$84,490,000
1.b. Federal Research Expenditures	NSF	Fiscal year	$40,116,000	$43,162,000
1.c. Number of Graduate Programs ranked in Top 50	US News	Edition published	4 (2008)	5
1.d. Number of Citations	UH IR ISI	Rolling 5 year	NA	20,828
1.e. Number of Doctorates Awarded	IPEDS	Fiscal year	239	259
1.f. Number of Postdoctoral Appointees	NSF	Fall	158	173
2.A. UH System: Student Success				
2.A.a. Total Enrollment	IPEDS	Fall	34,663	36,104
2.A.b. Transfer Retention Rate (First Year)	UH IR	Fall	77%	81%
2.A.c. Transfer Graduation Rate (4 Year)	LBB	Fall, 4 years	58%	59%
2.A.d. Total Degrees Awarded	IPEDS	Fiscal year	6,961	7,016
2.A.e. Student Satisfaction (Exiting Seniors)	NSSE	Spring	77% (2001)	77% (2001)
2.B. UH: Student Success				
2.B.a. FTIC Retention Rate (First Year)	IPEDS	Fall	77%	79%
2.B.b. FTIC Graduation Rate (6 Year)	IPEDS	Fall, 6 years	43%	42%
2.B.c. Percentage of Graduate/Professional Students	IPEDS	Fall	20%	20%
2.B.d. Freshmen Acceptance Rate	IPEDS	Fall	77%	79%
2.B.e. Freshman Average SAT	IPEDS	Fall	1055	1061
2.B.f. Course Completion Rate	THECB	Fall	88.2%	94.4
2.B.g. Student Satisfaction (All Students)	UH SA	Fiscal year	NA	NA
3. Community Advancement				
3.a. Percent Baccalaureate Graduates Enrolled or Employed within One Year	THECB	Fiscal year	79%	79%
3.b. Number of Courses with Community Engagement Activities Offered Annually	UH IR	Fiscal year	537	560
3.c. Research Awards with Community Emphasis	UH Research	Fiscal year	121	211
4. Athletics Competitiveness				
4.a. University Athletics Overall Academic Progress Rate	NCAA	Fiscal year	944	947
4.b. Total Team Sports Wins	NCAA	Fiscal year	185	124
4.c. C-USA Championships (Individual/Team)	UH Athletics	Fiscal year	10. / 4	15/1
4.d. NCAA Post Season Qualifiers (Individual/Team)	UH Athletics	Fiscal year	36 / 5	15/4
4.e. Attendance (Average) Football / Men's Basketball	UH Athletics	Fiscal year	19,627 / 4,342	15,771 / 3,814
5. Local and National Recognition				
5.a. National and local media placements	Critical Mention	Fiscal year	6,000	32.6% increase
5.b. Web site visits in priority areas like UH Energy, UH Arts, etc.	Web Analytics	Fiscal year	NA	106.8 M views & 9.8 M visitors
5.c. Top of mind awareness, expressed as a %	Customer Value Systems	Fiscal year	NA	47%
5.d. Messages supporting top tier (cost per impression, reach and frequency)	Critical Mention	Fiscal year	25 M impressions @ $.012	27.3 M impressions @ $.01
6. Competitive Resources				
6.a. Total State Appropriations per FTE Student	THECB	Fiscal year	$6,695	$7,487
6.b. Total Expenditures per FTE Student	THECB	Fiscal year	$19,413	$25,905
6.c. Endowment	UH A&F	Fiscal year	$583,733,523	$586,121,085
6.d. Total Annual Giving / New Commitments	VSE/UHS	Fiscal year	$48,600,000 / $48,900,000	$61,394,967 / $82,300,000
6.e. Alumni Giving Rate	US News	Fiscal year	5.30%	10.1%

A&SS – 1.3.1

University of Houston - Clear Lake Progress Card

1. National Competitive University	Source	Period	Jun-08	Jun-09
1.a. Total Research Expenditures	NSF	Fiscal Year	$1,249,000	$1,023,000
1.b. Federal Research Expenditures	NSF	Fiscal Year	$159,000	$111,000
1.c. Total Sponsored Program Expenditures	UHCL	Fiscal Year	$2,518,000	$2,562,000
1.d. Number of Specialized Accredited Programs	UHCL	Fiscal Year	10	10
1.e. Master's degrees awarded compared to national peers (UHCL / peer group median)	IPEDS Data Feedback Report	Fiscal Year	997 / 457	1,014 / 424
2.A. UHCL: Student Success				
2.A.a. Total Enrollment	IPEDS	Fall	7,522	7,658
2.A.b. Transfer retention rate (first year)	LBB	Fiscal Year	82.5%	81.5%
2.A.c. Transfer graduation rate (4 years)	LBB	Fall	73.5%	73.6%
2.A.d.Total degrees awarded	IPEDS	Calendar Year	2,131	2,140
2.A.e. Student satisfaction index	NSSE	Spring	NA	82%
2.B. UHCL Student Success				
2.B.a. Hispanic Transfer retention rate (first year)	LBB	Fiscal Year	87%	87%
2.B.b.Hispanic Transfer graduation rate (4 years)	LBB	Fall	80%	81%
2.B.c. Degrees awarded: rank among all 12 Master's universities in Texas	THECB	Fiscal Year	ranked #1	ranked #1
2.B.d. Bachelor's degrees awarded compared to national peers (UHCL / peer group median)	IPEDS Data Feedback Report	Fiscal Year	1,154 / 946	1,117 / 1,039
2.B.e. Mean student rating on NSSE Item "If you could start over again, would you go to the same institution you are now attending?" Scale: 1=Definitely No, 2=Probably No, 3=Probably Yes, 4=Definitely Yes	NSSE	Spring	NA	85%
2.B.f. Percent of graduating students responded "yes" to "Would you recommend UHCL to friends and family?"	Graduating Students Survey	Fall	89% (ugrd), 92% (grad); overall (90%)	93% (ugrd), 90% (grad); overall (91%)
2.B.g. Certification Rate of Teacher Education Graduates	LBB	Fiscal Year	92.8%	93.1%
2.B.h. Course Completion Rates	LBB	Fiscal Year	93.5%	93.9%
3. Community Advancement				
3.a. Percent Baccaleuarate Graduates Enrolled or Employed within one year	THECB	Fiscal Year	84%	85%
3.b. Number of Courses with community engagement activity	CBM004	Fiscal Year	231	269
3.c. Number of community partnerships	UHCL	Fiscal Year	80	81
4. Competitive Resources				
4.a. Total state appropriations per student	THECB	Fiscal Year	$6,276	$6,852
4.b. Total expenditure per FTE	THECB	Fiscal Year	$13,717	$14,931
4.c. Endowment	NACUBO	Fiscal Year	$18,891,454	$28,655,217
4.d. Total annual giving/New Commitments	VSE/UHS	Fiscal Year	$614,000/$634,000	$636,641/$797,000

A&SS – 1.3.2

University of Houston-Downtown Progress Card

1. National Competitiveness	Source	Period	Jun-08	Jun-09
1.a. Total research expenditures	NSF	Fiscal year	$175,000 (FY 2007)	$292,000 (FY 2008)
1.b. Federal research expenditures	NSF	Fiscal year	$123,000 (FY 2007)	$179,000 (FY2008)
1.c. Federal Expenditures from Hispanic Serving Institution (HSI) Funds	UHD Sponsored Programs	Fiscal year	NA	$1,631,701 (FY 2008)
2.A. UH System: Student Success				
2.A.a Total enrollment	IPEDS	Fall	11,793	12,283
2.A.b. Transfer retention rate (first year)	UHD IR	Fall	75.56%	71.97%
2.A.c. Transfer graduation rate (4 year)	UHD IR	Fall, 4 yrs	64.10%	62.54%
2.A.d. Total degrees awarded	IPEDS	Jul - Jun	1,982	2,038
2.A.e. Student satisfaction (exiting seniors)	NSSE	Spring	84.44% (2005)	86.25% (2008)
2.B. Student Success				
2.B.a. FTIC retention rate (1 yr)	LBB	Fall	56.00%	57.64%
2.B.b. FTIC graduation rate (6 yr)	LBB	Fall, 6 yrs	15.42%	13.41%
2.B.c. FTIC graduation and persistence rate (6 yr)	THECB	Fiscal year	45.2% (FY 2006)	47.0% (FY 2007)
2.B.d. Number of degrees awarded in key fields	THECB	Fiscal year	104 (FY 2007)	95 (FY 2008)
2.B.e. Pass rate on certification exam - education	LBB	Fiscal year	93.75%	92.36%
2.B.f. Course completion rate	THECB	Fall	92.64%	91.79%
3. Community Advancement				
3.a. Percent baccalaureate graduates employed or enrolled within one year*	THECB	Fiscal year	82.5% (FY 2006)	82.6% (FY 2007)
3.b. Number of courses with community engagement activities offered annually	UHD IR	Summer - Spring	108**	111
3.c. Number of dual credit students	UHD IR	Fall	14	49
4. Access				
4.a. Percent of students receiving Pell grant	THECB	Fiscal year	36.5% (FY 2006)	35.7% (FY 2007)
4.b. Number of community college transfer students enrolled	LBB	Fall	4,479	4,630
4.c. Number of minority students enrolled	LBB	Fall	7,232	7,650
4.d. Affordability - ranking in state	THECB and UHD IR	Fiscal year	5 of 34	2 of 34
5. Competitive Resources/Operational Effectiveness				
5.a. State appropriations per student	THECB	Fiscal year	$3,817	$4,223
5.b. Total Expenditures per FTE Student	THECB	Fiscal year	$10,838	$10,916
5.c. Endowment	UH A&F	Fiscal year	$34,094,020	$41,630,329
5.d. Total annual giving/New Commitments	VSE/UHS	Fiscal year	$2,548,000/$3,090,000	$2,304,927/$1,915,000

*The methodology used by the THECB changed since the 2008 Progress Card. Data for prior years was recalculated using the new methodology. To give comparative information, FY 2006 with the new methodology is included for June 2009.

**3.b. has been corrected for 2007-2008, it was incorrectly reported on the December 2008 Progress Card as 118.

A&SS – 1.3.3

Last updated 5/19/09

University of Houston - Victoria Progress Card					
1. Nationally Competitive University		**SOURCE**	**PERIOD**	**Jun-08**	**Jun-09**
1.a.	Percentage of Graduates in Critical Fields (Nursing/Education/STEM/ACC)	UHVIR	Fiscal Year	54.3%	54.3%
1.b.	Number of Specialized Accredited Programs	UHVIR	Fiscal Year	1 of 3	1 of 3
2.A. UH System: Student Success					
2.A.a.	Total Enrollment	CB	Fall	2,784	3,174
2.A.b.	Transfer Retention Rate (first year)	LBB	Fall	79.6%	74.1%
2.A.c.	Transfer Graduation Rate (four year)	LBB	Fall	77.9%	64.6%
2.A.d.	Total Degrees Awarded	IPEDS	Fiscal Year	628	704
2.A.e.	Student Satisfaction (exiting seniors)	NSSE	Spring	NA	NA
2.B. UHV: Student Success					
2.B.a.	Percentage of Graduate and Professional Students	IPEDS	Fall	50.2%	50.6%
2.B.b.	Pass Rate on Certification Exams - Education	LBB	Fall	89.3%	93.3%
2.B.c.	Pass Rate on Certification Exams - Nursing	CB	Fall	NA	NA
2.B.d.	Underrepresented Group Graduation Rates	LBB	Fall	65.2%	62.5%
2.B.e.	Course Completion Rates	CB	Fall	91.8%	92.3%
3. Community Advancement					
3.a.	Percent Baccalaureate Graduate Enrolled or Employed within One Year	CB	Fiscal Year	89.0%	86.60%
3.b.	Number of courses with community engagement activities offered annually	UHVIR	Fiscal Year	94	168
3.c.	Small Business Development Center Contributions (Capital Raised)	SBA	Fiscal Year	$10,099,761	$6,270,000
4. Access and Outreach					
4.a.	Enrollment of Underrepresented Students	CB	Fall	899	1,071
4.b.	First Generation College Student Graduation Rates	LBB	Fiscal Year	35.2%	40.2%
4.c.	Online and Distance Education (courses offered/students enrolled)	UHVIR	Fall	171/4,205	206/4,983
4.d.	Affordability - Ranking in State	CB	Fall	6 of 34	6 of 34
5. Athletics Competitiveness					
5.a.	Total Team Sports Wins (Baseball/Softball)	NAIA	Fiscal Year	29/32	34/35
5.b.	Total Season Attendance	UHV-Athletics	Fiscal Year	12,000	10,700
5.c.	Post-season Qualifiers	NAIA	Fiscal Year	1 of 2	2 of 2
6. Competitive Resources					
6.a.	Total State Appropriations per FTE Student	CB	Fiscal Year	$7,939	$9,937
6.b.	Total Expenditures per FTE Student	CB	Fiscal Year	$16,444	$25,085
6.c.	Endowment	UH A&F	Fiscal Year	16,575,003	$17,629,368
6.d.	Total Annual Giving/New Commitments	VSE/UHS	Fiscal Year	$682,000/$655,000	$452,087/$836,000

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Approval of Appointment of Dean, Gerald D. Hines College of Architecture, University of Houston

DATE PREVIOUSLY SUBMITTED:

SUMMARY

Approve and ratify the appointment of Patricia Oliver as Dean, Gerald D. Hines College of Architecture pursuant to Board Policy 57.10. The effective date of her appointment is January 20, 2010.

FISCAL NOTE:

SUPPORTING DOCUMENTATION: Biographical Sketch

ACTION REQUESTED: Approval

COMPONENT: University of Houston

Renu Khator
PRESIDENT Renu Khator **DATE** 2-2-10

Elaine Chaiken
SENIOR VICE CHANCELLOR John Antel **DATE** 2/2/10

Renu Khator
CHANCELLOR Renu Khator **DATE** 2-2-10

University of Houston System Board of Regents

Personnel Recommendations

Organization: University of Houston

Type of Appointment:	Appointment		
Name:	Patricia Oliver		
To Title:	Dean, College of Architecture	Rate:	$ 140,000 (12 Months)
Effective Date:	January 20, 2010		

Patricia Oliver served as Senior Vice President for Educational Planning and Architecture at the Art Center College of Design in Pasadena, California, from 2001 to 2008. Prior to that, she was Chair of the Department of Environmental Design there from 1992 to 2001. In addition, she served as Associate Dean and Acting Dean of the College of Environmental Design at California State Polytechnic University, Pomona, from 1987 to 1992.

From 1977 to 1986, she was affiliated with several different architectural firms, including Frank O. Gehry Associates, Charles Kober Associates, and Oliver Kurze Georges, and was principal of her own firm from 1986 to 2001.

Oliver chaired the 2009 American Institute of Architects (AIA) National Convention and was chair of the 2009 AIA National Education Committee. She also serves on the National Architectural Accrediting Board.

She received her Bachelor of Arts degree, with honors, from UCLA and her Master of Architecture I degree from the School of Architecture and Urban Planning at UCLA.

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Approval of Master of Arts Degree in Forensic Psychology at University of Houston Victoria

DATE PREVIOUSLY SUBMITTED:

SUMMARY

University of Houston Victoria proposes the establishment of a Master of Arts degree in Forensic Psychology, to be administered by its School of Arts and Sciences. The degree focuses on the intersection of psychology and the legal system. Students will obtain the Licensed Professional Counselor (LPC) credential which permits them to engage in assessment and counseling in settings such as prisons, juvenile detention facilities, child protective agencies, and private forensic practice groups.

FISCAL NOTE:

SUPPORTING DOCUMENTATION: Program Description
Pro Forma

ACTION REQUESTED: Approval

COMPONENT: UH - Victoria

Tim Hudson by E. Hunt — 2/2/10
PRESIDENT Tim Hudson **DATE**

Elaine Chaiken — 2/2/10
SENIOR VICE CHANCELLOR John Antel **DATE**

Renu Khator — 2-2-10
CHANCELLOR Renu Khator **DATE**

Master of Arts Degree in Forensic Psychology
University of Houston-Victoria

Congruence with System Goals and University Mission

The Master of Arts degree in Forensic Psychology addresses the system goals of **student success** and **community advancement** by providing educational opportunity for students in a field that contributes to the overall economic advancement of the region. It is consistent with UHV's mission to provide advanced credentials in areas that address local and regional needs and offer healthy employment prospects.

Program Description

The degree focuses on the intersection of psychology and the legal system. The program is a natural outgrowth of currently existing and well-established degree programs in both psychology and criminal justice at UHV. It includes 51 hours of coursework and 9 hours of external practicum in psychology. It will prepare students to obtain the Licensed Professional Counselor credential, which will allow them to engage in assessment and counseling in settings such as prisons, juvenile detention facilities, child protective agencies, and private forensic practice groups.

Student and Job Market Demand

Forensic psychology is a rapidly growing field. Masters level graduates work in a variety of legal settings and perform clinical activities such as leading therapy groups in correctional facilities, participating in conducting court-ordered assessments, custody evaluations, and jury consulting. It is estimated that up to one third of Texas inmates have mental health problems, and there is a tremendous shortage of mental health professionals trained to work with this population. At UHV, a number of students currently work in the criminal justice field as case managers, probation officers, or case workers, and they have expressed interest in pursuing an advanced degree in this area. Thirty students are anticipated by the fifth year.

Program Duplication

Nationwide there are only thirteen universities that offer a terminal masters degree in Forensic Psychology, none of which are in Texas. There is one specialized program, a Masters Degree in Juvenile Forensic Psychology, offered by Prairie View A&M University, but this would not be considered duplicative of the proposed UHV program.

Faculty Resources

The program would draw on faculty members in both criminal justice and psychology. A total of six psychology faculty members and three criminal justice faculty members would teach in this program.

New Master of Arts in Forensic Psychology - UHV
Pro Forma

Assumptions			
Faculty/Staff			prorated
New Faculty	100%	60,000	60,000
Existing Faculty - Perz	25%	59,960	14,990
Existing Faculty - Harrington	10%	82,814	8,281
Existing Faculty - Loffredo	10%	63,997	6,400
Existing Faculty - Gordon	20%	60,000	12,000
Existing Faculty - Shelton-Quinn	10%	60,000	6,000
Existing Faculty - Akins	10%	60,000	6,000
Existing Faculty - Hawkins	10%	57,196	5,720
Annual rate of inflation	3%		

Enrollments	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Headcount	15	18	21	26	30	
FTEs (@ 9 sch per semester)	10	12	14	17	20	
SCHs @ 9 Fall/ 9 Spring/ 6 summer	240	288	336	408	480	
Expenses						
Staffing Appointments						
New Faculty	60,000	60,000	60,000	60,000	60,000	
Existing Faculty - Perz	14,990	14,990	14,990	14,990	14,990	
Existing Faculty - Harrington	8,281	8,281	8,281	8,281	8,281	
Existing Faculty - Loffredo	6,400	6,400	6,400	6,400	6,400	
Existing Faculty - Gordon	12,000	12,000	12,000	12,000	12,000	
Existing Faculty - Shelton-Quinn	6,000	6,000	6,000	6,000	6,000	
Existing Faculty - Akins	6,000	6,000	6,000	6,000	6,000	
Existing Faculty - Hawkins	5,720	5,720	5,720	5,720	5,720	
	119,391	119,391	119,391	119,391	119,391	596,954
Annual Maintenance & Operations						
Facilities and Equipment	2,500			2,500		$5,000
Annual maintenance & operations						
Library, Supplies, and Materials						
Library - Journals and books	13,500	1,500	1,500	1,500	1,500	$19,500
Travel	1,160	1,160	1,160	1,160	1,160	$5,800
Office expenses	1,770	1,770	1,770	1,770	1,770	$8,850
Total Non-Personnel	18,930	4,430	4,430	6,930	4,430	$39,150
Total Annual Expense	$ 138,321	$ 123,821	$ 123,821	$ 126,321	$ 123,821	$ 636,104
Revenue						
University Tuition and Fees	60,000	74,160	69,216	84,048	98,880	386,304
Higher Education Assistance Funds (HEAF)	16,000	1,500	1,500	4,000	1,500	24,500
Formula Funding						
Generated	-	-	74,592	90,576	106,560	271,728
Allocated to university operations (40%)	-	-	(29,837)	(36,230)	(42,624)	(108,691)
Net additional formula funding	-	-	44,755	54,346	63,936	163,037
Total new revenue	$ 76,000	$ 75,660	$ 115,471	$ 142,394	$ 164,316	$ 573,841
Net Revenue	**$ (62,321)**	**$ (48,161)**	**$ (8,350)**	**$ 16,073**	**$ 40,495**	

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Approval of Preliminary Planning Authority for a Bachelor of Science Degree in Software Engineering and a Doctor of Education Degree in Curriculum and Instruction at University of Houston – Clear Lake

DATE PREVIOUSLY SUBMITTED:

SUMMARY

The State requires Board of Regents' approval of preliminary planning curricular authority for engineering programs and doctoral programs. UH – Clear Lake requests approval for preliminary authority for a Bachelor of Science degree in Software Engineering and a Doctor of Education in Curriculum and Instruction.

FISCAL NOTE:

SUPPORTING DOCUMENTATION:
- Executive Summary-Preliminary Authority Request, BS Degree in Software Engineering;
- UH-Clear Lake Preliminary Authority Request for a BS Degree in Software Engineering;
- Executive Summary-Doctor of Education Degree in Curriculum and Instruction; and
- UH-Clear lake Preliminary Authority Request for Ed.D. Program in Curriculum and Instruction.

ACTION REQUESTED: Approval

COMPONENT: UH – Clear Lake

William Staples by E. Hoyt — **PRESIDENT** — William Staples — **DATE** 2/2/10

Elaine Chaiton — **SENIOR VICE CHANCELLOR** — John Antel — **DATE** 2/2/10

Renu Khator — **CHANCELLOR** — Renu Khator — **DATE** 2-2-10

Executive Summary
Preliminary Authority Request

Bachelor of Science Degree in Software Engineering
University of Houston-Clear Lake

Congruence with System Goals and University Mission

The Bachelor of Science Degree in Software Engineering is responsive to the UH System's goals of **student success** and **community advancement** by providing a program that meets student needs for training in a high demand discipline, as well as contributing to the economic vitality of the aerospace and engineering sectors of the Clear Lake region. The proposed degree would be a core offering within UHCL's extensive array of degree programs in the area of Information Engineering, complementing existing programs in systems engineering, computer engineering, and engineering management.

Program Description

The Bachelor of Science Degree in Software Engineering will prepare students to use software engineering technologies and tools to analyze, design, verify, validate, implement, and maintain software systems. It draws upon course work in mathematics, science, computer science, and other supporting disciplines. The curriculum will include a range of design experiences and will culminate in a major team-oriented senior year project that approximates a professional software development work experience.

Student and Job Market Demand

According to the Bureau of Labor Statistics, "job prospects for software engineers are expected to be among the fastest growing occupations through the year 2016." Other sources such as Money Magazine and the website Salary.com corroborate this claim. Locally, companies such as Schlumberger, Halliburton, and Jacobs Engineering have contacted UHCL regarding their need to dramatically increase the hiring of software developers and engineers. Student demand can be inferred from the strong enrollment trends at UHCL in related undergraduate degree programs such as computer science, computer information systems, and computer systems engineering.

Program Duplication

There are relatively few undergraduate software engineering programs in the state, and for that matter, in the nation. Until recently, the programs have existed almost exclusively at the masters level, but due to enormous industry demand, undergraduate programs have begun to appear. In Texas, only UT Arlington, UT Dallas, and Texas

A&M University offer the BS in Software Engineering; the greater Houston region is unserved in the discipline.

Faculty Resources

UHCL currently offers the MS degree in Software Engineering, indicating a strong faculty is already in place in this discipline. Institutional strength in the related disciplines of computer engineering, systems engineering, and engineering management further enhances the instructional capability. Finally, the robust aerospace engineering environment reflected by NASA and the supporting contractor community provides an ample supply of potential adjunct faculty.

University of Houston-Clear Lake
Preliminary Authority Request for a BS Degree in Software Engineering

Software Engineering, BS degree CIP CODE 14.0903.00 06

1. A demonstrated need for a future program in terms of present and future needs of the state and nation.

   According to the Bureau of Labor Statistics' Occupational Outlook Handbook there is a demonstrated need for a future program in terms of present and future needs of the state and nation. "Job prospects for software engineers are expected to be among the fastest growing occupations through the year 2016. The projected increased in employment in this occupation over this period and beyond is expected to be one of the largest increases of any occupation". Certainly this alone is a well documented demonstrated need for trained software engineers. However many other such sources such as Money Magazine and websites such as Salary.com show that software engineering is now, and is predicted to remain, with the top or second to top slot for the most sought after job and one of the most highly paid. The need is clear.

2. Whether the proposed program would complement and strengthen existing programs at UHCL.

   The Engineering Division of UHCL currently offers a graduate degree in Software Engineering, Computer Engineering, Systems Engineering and Engineering Management. The undergraduate degree in software engineering would allow students to concentrate their study to field of software engineering and these students would be very well prepared for work or for continuing study within any of the aforementioned MS degrees. The BS in Software Engineering would complement well with our existing engineering degrees at the undergraduate level and would serve to strengthen the graduate degrees by providing a strong undergraduate basis particularly for the engineering management MS degree and the software engineering MS degree.

3. Whether a future program would duplicate other programs in the region, state or nation.

   There are only a few undergraduate software engineering B.S. programs in the state of Texas, and nationwide for that matter. Software Engineering has been offered almost exclusively as a MS degree for the last 15 years. In the last 6 years Computing Departments have begun to respond to the enormous industry demand for trained software engineers to hire upon completion of an undergraduate degree. In Texas, UT Arlington, UT Dallas, Texas A&M University, and UT Dallas are the only state universities offered a BS degree in Software Engineering. The Greater Houston Area is overdue for implementation of a BS degree in Software Engineering. We need to respond to the national and local need for software engineers and offer this degree at UHCL.

4. Whether a critical mass of students and faculty is likely to be available to allow the program to be offered at a high level of quality and to become self-sufficient on the basis of state funding. Provide evidence of student demand and adequate number of high-quality faculty would be available.

   The demand for this program is market driven. Money Magazine, Salary.com, and the Bureau of Labor Statistics all document the job market needs and the high salaries. Schlumberger, Halliburton, and Jacobs Engineering are three local Houston Companies that have contacted our departed about their extreme hiring needs (for software engineers) and how we can help them. Schlumberger's great need is well demonstrated by the creation of a special website at http://softwaresavestheworld.com that is used to recruit software engineers and to demonstrate the type of software jobs Schlumberger offers. Schlumberger has calculated that they are among the top 10 employers of software developers in the world. In order to meet this need we need to produce more students with this skill set. Houston is a large metropolitan area and the population here as well as students from throughout the state can supply enough students to support this program. Faculty would have to be hired from a National Search. We predict initially we would need one additional faculty member to support the new program along with the existing faculty that would participate.

5. PROGRAM OBJECTIVES

The BS in Software Engineering program, a proposed new BS program within the division of engineering at UHCL, will be formulated so that graduates will: (1) pursue the software engineering profession or advanced studies supported by their abilities to apply knowledge of mathematics, science, computer science and supporting disciplines, and software engineering; (2) advance in the software engineering profession supported by their abilities to effectively communicate and work in one or more significant application domains, function in multidisciplinary teams, analyze, design, verify, validate, implement, and maintain software systems using software engineering technologies and tools; and (3) demonstrate success and leadership while advancing the practice of software engineering by contributing to the growth of their employers, communities, and professional societies through life-long learning, understanding professional ethics and responsibilities, and the impact of engineering solutions in a global and societal context.

During the program of study, design experiences will be included throughout the curriculum and culminate in a major team-oriented project in the senior year that approximates a professional software development work experience. All programs strive to provide students with opportunities to interface with the profession through avenues such as cooperative education programs, professional society activities, plant trips, special projects, and industry speakers programs.

6. PROGRAM OUTCOMES

The program curriculum will be designed to meet the following Program Outcomes, to ensure that its graduates have:

- an ability to apply knowledge of mathematics, science, and engineering
- an ability to design and construct experiments, as well as to analyze and interpret data
- an ability to design a system, component, or process to meet desired needs
- an ability to function on multidisciplinary teams
- an ability to identify, formulate, and solve engineering problems
- an understanding of professional and ethical responsibility
- an ability to communicate effectively
- the broad education necessary to understand the impact of engineering solutions in a global and societal context
- a recognition of the need for, and the ability to engage in, lifelong learning
- a knowledge of contemporary issues
- an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Executive Summary
Preliminary Authority Request

Doctor of Education Degree in Curriculum and Instruction
University of Houston-Clear Lake

Congruence with System Goals and University Mission

The Doctor of Education degree in Curriculum and Instruction addresses the system goal of **student success** by providing students with the opportunity to realize the highest level of academic aspirations and thus be qualified for leadership positions in the education sector of the region and the state. The system goal of **community advancement** is addressed by providing the region with an enhanced talent pool of highly trained individuals dedicated to improving the quality of the region's educational institutions and thereby, the life chances of its citizens. UH Clear Lake's mission states that the insitution "offers... selected doctoral programs to enhance the educational...environment of the Houston-Galveston metropolitan region.," this proposed program, which would be the institution's second doctoral program in education, is clearly supportuive of that mission.

Program Description

The Doctor of Education (Ed.D.) degree in Curriculum and Instruction has been designed with a focus on mathematics, science, and technology, three areas with among the most acute shortages in educational doctorates awarded. Building upon the currently existing and heavily subscribed Masters program in Curriculum and Instruction, the Ed.D. would provide studetns with more advanced training in the form of additonal coursework, research requirements, teaching, and practicum experiences. The program would prepare leaders in curriculum and instruction in both school and university settings.

Student and Job Market Demand

It is well-documented that the population of the Houston-Galveston area continues to increase at a rapid rate, with the production of educators failing to keep pace. While Houston has over 30% of the state's population, it has only 19% of the state's doctoral programs. Nationwide, the production of new doctorates in mathematics education and science education are among the lowest of all disciplines. The UHCL School of Education currently enrolls almost 600 students in the various masters programs related to curriculum and instruction, a very robust source of potential doctoral students. The program would fill the local void in doctoral level academic leadership preparation for communities in the UHCL service area.

Program Duplication

There are eight universities in Texas offering a doctoral program in Curriculum and Instruction, two of which are in the greater Houston area. Neither focus on mathematics, science, or technology, as the UHCL program would. Given the supply-demand circumstances in the

field of professional education, program duplication is not currently an issue, nor is it likely to be in the foreseeable futrue.

Faculty Resources

UHCL's current Education faculty, which now focuses on the delivery of the masters program, is qualified and prepared to offer the doctoral program. Over time, as the program grows, it is anticipated that four new faculy members would be added. In addition, given the nature of this proposed doctorate, faculty from UHCL's School of Science and Computer Engineering will also be connected to this program.

University of Houston-Clear Lake
Preliminary Authority Request for Ed.D. Program in Curriculum and Instruction

Program Description

We will be requesting a doctoral program in Curriculum and Instruction with a focus on mathematics, science, and technology. This program will complement and extend the current master's program in curriculum and instruction and the master's program in instructional technology by providing students with more advanced training in the form of additional coursework, research requirements, teaching, and practicum experiences. The intent is to prepare leaders in curriculum and instruction in both school and university settings.

Criteria

a) *Required for all requests (bachelor, master's, and doctoral programs):*

(1) A demonstrated need for a future program in terms of present and future vocational needs of the state and the nation. (Provide short- and long-term evidence of the need for graduates in the job market.)

While the need for the proposed program may be self-evident, given the *Closing the Gaps* document, the case for need is presented below. It is a coalescing of two irrefutable facts: We are faced with an ever increasing population to educate and not enough well-qualified people to do the job.

Two quick facts from the Texas State Data Center and the Office of the State Demographer:

* The Houston-Galveston area [will increase] between 841,000 and 1.3 million by 2010 and between 3.7 and 8.2 million by 2040, increasing its 2000 population of nearly 4.9 million to between 5.7 and 6.1 million by 2010 and to between 8.6 and 13.0 million by 2040.

* Houston-Sugar Land-Baytown with 4.7 million residents in 2000 is projected to have between 8.4 million and nearly 11.1 million by 2040.

And a summary statement from *Knocking at the College Door*, released this year by the Western Interstate Commission for Higher Education:

> Lastly, it is unclear whether several states – including Florida, North Carolina, Georgia, and Texas – will experience a peak at all; rather, they may undergo a consistent expansion in high school graduate numbers, with a single year or two during which the growth pattern is momentarily interrupted. In fact, these states, which are also the largest in the South, account for the vast bulk of the regional expansion described above.

> Between 2004-05 and 2021-22, public graduates are projected to climb by over 47,000 in Florida (a 35.5 percent increase), almost 29,000 in Georgia (40.9 percent higher), over 23,000 in North Carolina (up 30.7 percent), and over 96,000 in Texas (a 40.1 percent rise).

The data simply bare out what is already well-known and well-documented – the population is increasing and increasing rapidly in Texas and, particularly, in the Greater Houston Metropolitan Region(GHMR). These data in combination with statements in the *Closing the Gaps* document, to be shown later, indicate the great need for well-qualified educators to not just "cope" with the increasing number of students, but to enhance the students' chances of succeeding in the college classroom and beyond.

The other half of the problem is that we simply are not producing enough well-qualified educators! Data from the National Science Foundation's Integrated Science and Engineering Resources Data System (WebCASPAR) support what is already well-known – we are not producing anywhere near enough doctorates in mathematics education or science education. In that data system there are 47 categories in which doctorates are offered. When considering the number of doctorates awarded in 2006 (the last complete data set), neither mathematics education nor science education rank above the 40th position. Even when added together the combination ranks only 35th. The number of mathematics doctorates awarded in 2006 was 13.5 times greater than the number of mathematics education doctorates awarded.

Short-term or long-term, positions in several different areas covered by curriculum and instruction are going unfilled. In the extreme case of mathematics education, almost half of the available university positions are not filled!

The situation is exacerbated by the fact that while Houston has over 30% of the State's population, it has only 19% of the State's doctoral programs. With respect to curriculum and instruction, there are only two such doctoral programs in the GHMR and they are side-by-side in downtown Houston, some 35 miles away from the UHCL campus.

(2) Whether the proposed addition would complement and strengthen existing programs at the institution.

The doctoral degree would complement and strengthen a number of existing programs at UHCL – including the master's in curriculum and instruction, the master's in instructional technology, the master's in early childhood education, and the master's in reading. All of these master's programs are nationally accredited by the National Council for the Accreditation of Teacher Education and their associated Specialized Professional Association. A doctoral degree in Curriculum and Instruction would, for instance, likely increase the enrollment in such programs and certainly provide an important stimulus to research and scholarship in these associated programs. For example, in mathematics education, one faculty member has held a series of grants to support the Mathematics Institute for the past 18 years. The involvement of doctoral students in the institute would greatly increase its productivity. A doctoral program will enhance the research, teaching,

and training offered through the Institute and significantly increase the services which the Institute, the programs, and the University can offer the surrounding community.

It should be noted that the proposed Ed.D. in Curriculum and Instruction and the existing Ed.D. in Educational Leadership would be mutually supportive. The selection of the Ed.D. in Curriculum and Instruction as the next doctoral program for which we are pursuing planning authority was a direct result of the specializations the students in the first four cohorts of the Ed.D. in Educational Leadership wanted to pursue. The demand for a curriculum and instruction specialization was so strong it was decided to pursue planning authority for a doctorate in curriculum and instruction. Clearly, one of the goals of every Ed.D. is to produce educational leaders in the specific focus area of the degree. The two programs will be mutually supportive and will generate some operational efficiencies.

(3) Whether a future program would unnecessarily duplicate other programs within the region, state, or nation. (Identify similar programs and explain how the future program would not unnecessarily duplicate them.)

As stated earlier, in the entire State of Texas there are only eight institutions offering a doctorate in curriculum and instruction – regardless of its focus. Of those, only two are in the GHMR. Those two are side-by-side in downtown Houston, 35 miles from the UHCL campus. Neither of the two in the GHMR focus on mathematics, science, and technology.

(4) Whether a critical mass of students and faculty is likely to be available to allow the program to be offered at a high level of quality and to become self-sufficient on the basis of state funding. (Provide evidence of student demand for the program. In addition, provide evidence that an adequate number of high-quality faculty would be available.)

There are almost 600 students currently registered in the different curriculum and instruction related master's programs in the School of Education at UHCL. That is a very strong local base on which to start the program. As noted previously, a faculty member has had a series of grants (18 years in a row) to support the UHCL Mathematics Institute. The people trained by the institute would be a rich source of future doctoral students.

With respect to faculty, all faculty participating in the curriculum and instruction related master's programs are also well-qualified to participate in the doctoral program. To ensure the success of the program, however, four additional faculty members will be added the year before the actual start of the program through the first three years of the program. It is also the case that faculty in the School of Science and Computer Engineering will be involved in the program. While the details of the proposed program are not required in this document, the intent is for each doctoral student to be required to take some courses in their content area. For example, a student in the doctoral program in curriculum and instruction who is focusing on mathematics education would also take at least nine hours of courses in the Department of Mathematics.

(b) Additional information required for requests for doctoral programs:

(1) A demonstrated regional, state, or national unmet need for doctoral graduates in the field, or an unmet need for a doctoral program with a unique approach to the field.

There are three parts to showing the need and demand for a doctorate in Curriculum and Instruction with a focus on mathematics, science, and technology. First, the need for more doctoral programs in the southeast section of the GHMR; second, the need for a doctoral program in curriculum and instruction; and, finally, third, the need for a doctoral program focused on mathematics, science, and technology.

1. Need for More Doctoral Degrees in the UHCL Service Area: Houston is the fourth largest city in the United States with a metropolitan population of over five million people with a predicted growth rate to double its population in less that 30 years. According to the data provided in *Doctoral Education in Texas, Part 1: Past Trends and Critical Issues* (Texas Higher Education Coordinating Board, 2004), the Houston area contains over 30% of the State's population, but only 19% of the State's doctoral programs. Houston is in dire need of more doctoral programs across the board to increase the opportunity for doctoral study to just the State average.

2. Need for a Doctorate in Curriculum and Instruction: There are only two universities located in the GHMR with doctoral programs in curriculum and instruction. They are located next to each other in downtown Houston – 35 miles from the UHCL campus. UHCL's proposed doctoral program in curriculum and instruction would serve the growing population on the south and east sides of the GHMR. Currently, the UHCL Master of Science Degree Programs in Curriculum and Instruction and related fields (mathematics education, science education, etc.) have almost 600 graduate students. The proposed doctoral program in curriculum and instruction would fill the local void in doctoral-level academic leadership preparation for communities in the UHCL service area.

3. Need for a Doctorate Focused on Mathematics, Science, and Technology: These are three of the four components in STEM. We will focus on three of them because we have such strong programs and faculty in those three areas. The School of Education houses Instructional Technology. The Schools of Education and Science and Computer Engineering (SCE) have a history of cooperating in the areas of mathematics and science. In fact, six of the teacher certification programs are housed in SCE. There are many different sets of data to show the drastic need for more doctorates in STEM. The drastic shortages in the STEM areas are so well known that only two example sources are cited below.

   The following are two important quotes from *Closing the Gaps The Texas Higher Education Plan* (Texas Higher Education Coordinating Board, 2000):

   The number one strategy to close the gaps in success is to "Focus college and university efforts on increasing graduates in education, engineering, computer science, math [sic], physical science, allied health, nursing and other critical fields." (page 2)

"To provide the Recommended High School Program to all Texas students, many additional well-qualified educators will be required. Severe shortages of teachers exist in math [sic], science, foreign language and technology, subjects required by the Recommended High School Program." (page 10)

One of the main purposes of the proposed doctoral program in curriculum and instruction is to increase the number of "well-qualified educators" in these high needs areas.

The following findings come from *Jobs in Mathematics Education in Institutions of Higher Education in the United States* (Notices of the AMS, v. 55, n. 6):

* There are not enough doctorates in mathematics education produced each year to fill the open positions.
* On average, 40% of the open positions in mathematics education are unfilled.
* Of the mathematics education positions filled, 56% are filled by a mathematics education professor moving to the open position which means that professor's position is then open.
* Of the doctorates in mathematics education produced each year, less than half ever seek a position in higher education.

There is a clear need for a doctorate in curriculum and instruction in the UHCL service area. There is even a stronger need for one which will focus its attention on mathematics, science, and technology.

(2) Evidence that existing doctoral programs in the state cannot accommodate additional students (or that accessibility to these programs is restricted), or that expanding existing programs is not feasible or would not best serve the state.

There are only eight doctoral programs in curriculum and instruction in the entire State of Texas. As mentioned earlier, only two are in the GHMR and they are side-by-side in downtown Houston, 35 miles from UHCL. As we found out with UHCL's only other doctoral program (Ed.D. in Educational Leadership) the location of UHCL makes it a very desirable destination for working students. There were three Educational Leadership doctoral programs in the GHMR with the closest two, again, being 35 miles away. Through the first three cohorts, every available spot has been taken in the UHCL program, for a total of 60 Ed.D. students.

(3) If appropriate to the discipline, the institution has self-sustaining baccalaureate-and master's-level programs in the field and/or programs in related and supporting areas.

The current enrollment in the Curriculum and Instruction related master's programs is given below:

Curriculum and Instruction	97
Early Childhood Education	82
Instructional Technology	172

Mathematics Education	14
Reading	65
Science Education	4
Special Education	31
Teacher Education	95

With the exception of the more generic Curriculum and Instruction, each of these master's programs are "fed" by a related baccalaureate program.

While these numbers certainly show the potential for a self-sustaining source of potential C & I doctoral students, the focus is going to be on the high needs areas – mathematics education, science education, and technology. As noted above, two of these are the smallest programs in the list. It is anticipated that the option of doctoral study in these two areas will also increase the enrollment at the master's level. The size of the other programs show that the doctorate in C & I will be a viable and sustainable program allowing the option to focus on mathematics education and science education.

(4) The program has the potential to obtain state or national prominence and the institution has the demonstrated capacity, or is uniquely suited, to offer the program and achieve that targeted prominence.

Of the 160+ educator preparation programs in the State of Texas, only 13 are accredited at the national level – UHCL is one of the 13. UHCL's School of Education is nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE). The last (2007) re-accreditation by NCATE was with a perfect score – no Areas for Improvement. A part of the NCATE re-accreditation is the national recognition of individual programs at both the baccalaureate and master's levels. Each program which has a Specialized Professional Association is nationally recognized. The list is given below as it pertains to the proposed degree:

Early Childhood Education	National Association for the Education of Young Children
Instructional Technology	International Society for Technology in Education
Mathematics Education	National Council for Teachers of Mathematics
Reading	National Council for Teachers of English and the International Reading Association
Science Education	National Science Teachers Association
Social Studies	National Council for Social Studies
Special Education	Council for Exceptional Children

The master's programs which will feed into the proposed doctoral program are already nationally recognized. As discussed later, the doctoral program will automatically be a part of our next NCATE re-accreditation (2014).

(5) Demonstrated current excellence of the institution's existing undergraduate and graduate degree programs and how this excellence shall be maintained with the development and addition of a high-quality doctoral program. (Measures of excellence include the number of graduates and graduation rates that match or exceed those at peer institutions.)

Since the proposed program is at the doctoral level, we are focusing on a comparison at the master's level. Below is the list of the 12 institutions in the State of Texas to which UHCL is compared and the number of master's degree conferred in FY 2006:

University of Houston – Clear Lake	2,152
University of Houston – Downtown	1,931
Midwestern State University	1,179
The University of Texas at Tyler	1,121
Angelo State University	1,039
The University of Texas at Brownsville	942
University of Houston – Victoria	665
The University of Texas- Permian Basin	612
Texas A & M – Texarkana	533
Sul Ross University	276
Texas A & M at Galveston	258
Sul Ross – Rio Grande College	219.

We have a combined undergraduate/graduate 4-year completion rate of 75.2%. It should also be noted that we have a 4-year completion rate of 79.5% among first-time, full-time Hispanic students.

(6) Satisfactory placement rates for graduates of the institution's current doctoral programs, with comparison to peer group placement rates when available.

UHCL's first doctoral program is the Ed.D. in Educational Leadership. The degree program began in fall 2007 and, therefore, has no graduates to date. It has 60 doctoral students in the program.

(7) How the program will address *Closing the Gaps by 2015.*

Several of the areas under the umbrella of curriculum and instruction are mentioned by name in the *Closing the Gaps* document. Of course, no two more so than mathematics and science. One of the challenges articulated in *Closing the Gaps* is "to build a better-educated population and workforce through collaborations with institutions of higher education, the public school system and the business community" (Texas Higher Education Coordinating Board, 2000, p. 7). The proposed doctoral program focuses on two of the important aspects of education at all levels – curriculum and instruction. While the proposed program focuses on mathematics, science, and technology, it does so not at the exclusion of the other curricular areas. The intent of the program is to develop educational leaders, regardless of whether they work in higher education, the public schools or in the private sector. The graduates of the program would be better able to create collaborations among the different sectors working in education. Equally important, the graduates would see the value in such collaborations.

As mentioned in section *(b)* (1) above, another challenge described in the *Closing the Gaps* document is that "To provide the Recommended High School Program to all Texas

students, many additional well-qualified educators will be required. Severe shortages of teachers exist in math [sic], science, foreign language and technology, subjects required by the Recommended High School Program." (page 10). One of the findings also presented in section *(b)* (1) above was that "Of the doctorates in mathematics education produced each year, less than half ever seek a position in higher education." While that is bad news for filling the many, many open positions in mathematics education, the reason is that those mathematics educators find employment in school districts. The proposed doctoral program is designed to produce "well-qualified educators" for all levels of the education enterprise.

Goal 2 Close the Gaps in Success states, "By 2015, increase by 50 percent the number of degrees, certificates and other identifiable student successes from high quality programs." (page 11). To achieve such a goal we must have the following: a) many more well-qualified educators to work with the students and b) many more well-qualified educators to design new curriculum and instructional techniques to increase student success. These are exactly two of the goals of the proposed doctoral program. To increase student success it is necessary, but not sufficient, to have more faculty to work with the increased number of students. However, we also need faculty who are experts in curricular and instructional issues to design better curriculum and better instructional techniques to enhance student success.

(8) Institutional resources to develop and sustain a high-quality program.

Institutional Support.

UHCL will provide four new faculty lines for the doctoral program. The first appointment to be made the year before the actual start of the program. The remaining appointments to be made in the first three years of operation. In addition, the university is committed to six Graduate/ Teaching Assistants at $18,000 per assistantship and eight scholarships at $6,000 each.

Library Support

Program Support

While applicants can be from anywhere in the world, it is important to have a strong base of potential applicants much closer to home. There are almost 600 students currently in one of the curriculum and instruction related master's programs at UHCL. The details are provided above in section *(b)* (3).

External Support

The faculty in all of the areas to be included under the umbrella of Curriculum and Instruction are active in the area of seeking external funding for projects. When the proposed doctoral program is operational this will certainly a important factor. We have several "long term" grants. As mentioned earlier, we have had external funding for the

UHCL Mathematics Institute for 18 years. We have had external funding for the Greater Houston Area Writing Project even longer. Having doctoral students to work in such projects will not only provide external support for the students, it will increase the productivity of the projects.

(9) Where appropriate, a demonstration of plans for external accreditation, licensing, or other applicable professional recognition of the program.

As mentioned under *(b)* (4), all of the curriculum and instruction related master's programs are already national recognized by their Specialized Professional Association and accredited by the National Council for the Accreditation of Teacher Education. Since UHCL's School of Education is NCATE-accredited, once the proposed program is operational it is automatically on the list of programs which must seek both national accreditation from NCATE and national recognition from its Specialized Professional Association. In the case of a doctorate in Curriculum and Instruction, we will have to seek multiple recognitions due to the nature of the program.

Contact Person

Include the name, title, telephone number, and email address of the institution's contact person for this request.

James Sherrill, PhD
Associate Dean, School of Education
281 – 283 – 3620
Sherrill@uhcl.edu

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Information: Preliminary Spring 2010 University of Houston System Enrollment

DATE PREVIOUSLY SUBMITTED:

SUMMARY

The Board of Regents will receive a report on the Spring 2010 preliminary enrollment for each University of Houston System university.

FISCAL NOTE:

SUPPORTING DOCUMENTATION: Spring 2010 Preliminary Counts 12th Class Day / Degrees Awarded

ACTION REQUESTED: Information

COMPONENT: UH System

PRESIDENT		**DATE**
Elaine Chaiken		2/2/10
SENIOR VICE CHANCELLOR	John Antel	**DATE**
Renu Khator		2-2-10
CHANCELLOR	Renu Khator	**DATE**

Spring 2010 Preliminary Counts
12th Class Day

Headcount

	UH			UHCL		
	Preliminary 2010	Certified 2009	% Change	**Preliminary 2010**	Certified 2009	% Change
Undergraduate	27,901	26,734	4.4	4,567	4,114	11.0
Graduate	7,571	7,132	6.2	3,175	3,145	1.0
All	35,472	33,866	4.7	7,742	7,259	6.7

	UHD			UHV		
	Preliminary 2010	Certified 2009	% Change	**Preliminary 2010**	Certified 2009	% Change
Undergraduate	12,082	11,485	5.2	2058	1,769	16.3
Graduate	150	146	2.7	1707	1,518	12.5
All	12,232	11,631	5.2	3,765	3,287	14.5

	ALL		
	Preliminary 2010	Certified 2009	% Change
Undergraduate	46,608	44,102	5.7
Graduate	12,603	11,941	5.5
All	59,211	56,043	5.7

Semester Credit Hours

UH			UHCL		
Preliminary 2010	Certified 2009	% Change	Preliminary 2010	Certified 2009	% Change
402,120	383,589	4.8	64,637	61,403	5.3

UHD			UHV		
Preliminary 2010	Certified 2009	% Change	Preliminary 2010	Certified 2009	% Change
120,205	115,078	4.5	29,768	24,871	19.7

ALL		
Preliminary 2010	Certified 2009	% Change
616,730	584,941	5.4

Degrees Awarded

	UH			UHCL		
	FY 2009	FY 2008	% Change	FY 2009	FY 2008	% Change
Bachelors	4,874	4,759	2.4	1204	1,197	0.6
Masters	1,572	1,478	6.4	1131	927	22.0
Doctoral	235	262	-10.3			
Special Professional	500	517	-3.3			
All	7,181	7,016	2.4	2,335	2,124	9.9

	UHD			UHV		
	FY 2009	FY 2008	% Change	FY 2009	FY 2008	% Change
Bachelors	2,175	2,060	5.6	490	390	25.6
Masters	32	35	-8.6	311	314	-1.0
Doctoral						
Special Professional						
All	2,207	2,095	5.3	801	704	13.8

	ALL		
	FY 2009	FY 2008	% Change
Bachelors	8,743	8,406	4.0
Masters	3,046	2,754	10.6
Doctoral	235	262	-10.3
Special Professional	500	517	-3.3
All	12,524	11,939	4.9

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: FY 2010 Sponsored Research Activity Quarterly Report, Division of Research

DATE PREVIOUSLY SUBMITTED: 08/2009

SUMMARY:

Following is a summary report of the Year to Date December, 2009 Sponsored Research Proposals and Awards

FISCAL NOTE:

SUPPORTING DOCUMENTATION: Report included.

ACTION REQUESTED: Information

COMPONENT: University of Houston System

VC RESEARCH	Donald Birx	**DATE** 1.30.2010
VICE CHANCELLOR	John Antel	**DATE** 2/2/10
CHANCELLOR	Renu Khator	**DATE** 2.2.10

UNIVERSITY OF HOUSTON

Division of Research

Sponsored Research Comparison by Funding Source

Year to Date December, 2009

Award Activity Summary

Funding Source	Main Campus FY 2010	Downtown FY 2010	Clear Lake FY 2010	Victoria FY 2010
FEDERAL AGENCIES	**19,145,108.00**	**1,242,188.00**	**519,995.00**	**100,036.00**
FY 2009	11,926,222.00	1,623,933.00	261,619.00	98,902.00
STATE AGENCIES	**3,427,475.00**	**140,000.00**	**455,689.00**	**683,248.00**
FY 2009	10,131,346.00	121,950.00	95,473.00	352,800.00
PRIVATE AGENCIES [1]	**7,323,833.00**	**0.00**	**9,945.00**	**0.00**
FY 2009	9,330,445.00	0.00	0.00	0.00
OTHER AGENCIES [2]	**2,531,009.00**	**0.00**	**0.00**	**1,131,599.00**
FY 2009	1,587,558.00	0.00	0.00	1,362,098.00
GRAND TOTAL	**$32,427,425.00**	**$1,382,188.00**	**$985,629.00**	**$1,914,883.00**
FY 2009	32,975,571.00	1,745,883.00	357,092.00	1,813,800.00

[1] **PRIVATE AGENCIES** consist of Private for Profit agencies, Private Non-Profit agencies and Foundations

[2] **OTHER** consists of Local Government agencies and Universities

UNIVERSITY OF HOUSTON
Division of Research
FY 2010 Monthly Research Activity Summary
YTD December, 2009

PROPOSAL

	FEDERAL	STATE	LOCAL	PROFIT	NON-PROFIT	FOUNDATION	UNIVERSITY	TOTAL
2009	$83,361,303.53	$13,206,806.50	$286,500.00	$4,236,686.50	$7,871,152.00	$2,704,925.00	$9,309,277.00	$120,976,650.53
2010	$146,756,884.23	$72,904,160.00	$1,202,194.00	$8,252,000.40	$12,948,104.39	$2,879,007.00	$4,387,062.00	$249,329,412.02
+/- 2009	76%	452%	320%	95%	65%	6%	-53%	106%

AWARD

	FEDERAL	STATE	LOCAL	PROFIT	NON-PROFIT	FOUNDATION	UNIVERSITY	TOTAL
2009	$11,926,222.23	$10,131,345.54	$187,000.00	$3,989,359.98	$4,946,487.88	$394,596.95	$1,400,557.65	$32,975,570.23
2010	$19,145,108.00	$3,477,475.36	$193,690.06	$4,009,149.32	$2,500,894.00	$813,790.09	$2,287,317.58	$32,427,424.41
+/- 2009	61%	-66%	4%	0%	-49%	106%	63%	-2%

TOTAL EXPENDITURE

	FEDERAL	STATE	LOCAL	PROFIT	NON-PROFIT	FOUNDATION	UNIVERSITY	TOTAL
2009	$9,948,867.53	$4,760,134.74	$92,047.61	$2,143,075.71	$3,047,095.37	$872,212.43	$966,467.40	$21,829,900.79
2010	$12,345,274.63	$8,483,175.70	$48,985.87	$2,773,609.57	$3,787,803.06	$774,684.14	$1,236,770.36	$29,450,303.33
+/- 2009	24%	78%	-47%	29%	24%	-11%	28%	35%

IDC RECOVERY

	FEDERAL	STATE	LOCAL	PROFIT	NON-PROFIT	FOUNDATION	UNIVERSITY	TOTAL
2009	$1,891,952.68	$357,021.53	$15,181.10	$500,134.23	$106,019.42	$24,959.84	$184,193.40	$3,079,462.20
2010	$2,219,637.87	$199,497.74	$11,465.21	$631,751.73	$143,304.34	$24,624.63	$277,006.46	$3,507,287.98
+/- 2009	17%	-44%	-24%	26%	35%	-1%	50%	14%

UNIVERSITY OF HOUSTON

Division of Research

Sponsored Research Comparison by Investigator - Main Campus

Year to Date, December, 2009

College	PROPOSALS Dollar Value						PROPOSALS Number Submitted			
	Federal			Non-Federal			Federal		Non-Federal	
	FY 2009	FY 2010	% Ch	FY 2009	FY 2010	% Ch	FY 2009	FY 2010	FY 2009	FY 2010
Architecture	-	100,000	100%	47,500	-	-100%	-	1	2	-
Business	-	-	0%	-	-	0%	-	-	-	-
Education	1,031,417	14,396,075	1296%	3,424,968	4,570,279	33%	3	12	19	32
Engineering	24,207,799	25,263,186	4%	10,813,181	21,423,538	98%	36	52	55	107
Hotel/Restaurant	-	-	0%	204,050	162,548	-20%	-	-	4	5
Liberal Arts/Social Sciences	3,837,411	17,307,108	351%	7,035,403	10,980,440	56%	8	12	36	76
Law	1,167,038	-	-100%	-	200,000	100%	3	-	-	2
NSM	39,062,948	55,603,438	42%	10,164,987	50,251,968	394%	68	92	30	159
Optometry	2,610,210	2,525,000	-3%	270,964	972,216	259%	3	4	6	8
Pharmacy	4,663,413	15,311,153	228%	754,866	4,792,635	535%	5	19	11	28
Social Work	2,000,420	2,123,511	6%	1,351,697	1,139,460	-16%	1	1	10	12
Technology	4,502,492	3,140,170	-30%	1,217,585	5,163,232	324%	10	4	7	16
Other	278,156	10,987,244	3850%	2,330,149	2,916,212	25%	4	7	12	18
TOTAL	**83,361,304**	**146,756,885**	**76%**	**37,615,350**	**102,572,528**	**173%**	**141**	**205**	**192**	**463**
GRAND TOTAL (Federal + Non-Federal)				**120,976,654**	**249,329,413**	**106%**			**333**	**668**

A&SS – 6.1.3

A&SS – 6.1.4

Year to Date, December, 2009

College	AWARDS Dollar Value							AWARDS Number Received			
	Federal			Non-Federal				Federal		Non-Federal	
	FY 2009	FY 2010	% Ch	FY 2009	FY 2010	% Ch		FY 2009	FY 2010	FY 2009	FY 2010
Architecture	-	-	0%	40,000	-	-100%		-	-	1	-
Business	300,000	1,498,104	399%	-	-	0%		1	3	-	-
Education	624,933	267,854	-57%	1,496,343	1,727,238	15%		3	1	21	20
Engineering	2,086,023	5,565,542	167%	10,245,895	2,536,277	-75%		12	15	42	35
Hotel/Restaurant	-	-	0%	24,048	280,000	1064%		-	-	2	4
Liberal Arts/Social Sciences	2,035,242	989,744	-51%	865,209	1,257,838	45%		5	8	17	18
Law	-	-	0%	45,717	220,022	381%		-	-	1	3
NSM	3,488,769	6,597,677	89%	4,545,160	3,165,414	-30%		15	32	50	38
Optometry	1,866,715	1,956,669	5%	319,130	255,649	-20%		9	9	8	6
Pharmacy	458,419	1,580,433	245%	758,132	576,906	-24%		3	7	6	3
Social Work	280,511	-	-100%	77,058	336,133	336%		2	-	2	4
Technology	84,999	208,376	145%	365,464	116,689	-68%		2	2	9	3
Other	700,611	480,709	-31%	2,267,194	2,810,152	24%		3	3	10	9
TOTAL	**11,926,222**	**19,145,108**	**61%**	**21,049,350**	**13,282,318**	**-37%**		**55**	**80**	**169**	**143**
GRAND TOTAL (Federal + Non-Federal)				**32,975,572**	**32,427,426**	**-2%**				**224**	**223**

Activity is reported by Faculty Home Department, not by credit splits. For example, if a proposal is split 50-50 between an Investigator's Home Department and a Center, this report will show you one full proposal credited to his/her Home Department as research activity.

Approvals: VP for Research _____ Date: _____

Approvals: President/Chancellor _____ Date: _____

Report Prepared by: Research Inf. Ctr _____ Date: 1/22/10

UNIVERSITY OF HOUSTON SYSTEM
BOARD OF REGENTS AGENDA

COMMITTEE: Academic and Student Success

ITEM: Scholarship Recipient Report

DATE PREVIOUSLY SUBMITTED:

SUMMARY

Chelsea Stanley, sophomore majoring in Theater Arts Management, Houston Livestock Show and Rodeo is a rodeo scholarship recipient. She serves as Shasta at sporting events, is a calf scramble winner, and won state championship in high school wrestling.

FISCAL NOTE:

SUPPORTING DOCUMENTATION: UH Freshman *Barrels* Toward Greatness – Ms. Chelsea Stanley

ACTION REQUESTED: Information

COMPONENT: University of Houston

Renu Khator — 2-2-10
PRESIDENT Renu Khator **DATE**

Elaine Charlton — 2/2/10
SENIOR VICE CHANCELLOR John Antel **DATE**

Renu Khator — 2-2-10
CHANCELLOR Renu Khator **DATE**



UH Freshman *Barrels* Toward GREATNESS

You wouldn't know it by looking at her, but Chelsea Stanley is a fighter. At first glance, the University of Houston freshman comes across as petite—tiny, even—and unintimidating. But those who know and love her can attest she's an unstoppable force.

by Angela Hopp ('00)

At 19, she already has done a lot of living and has had more than her share of tragedy. Four years ago, her father, a Houston firefighter, died in a car crash just around the bend from their Waller home.

"There's a twenty-acre field, and there's nothing but fences—and one light pole. And he hits the one light pole," she says, shaking her head in dismay.

Stanley has learned how to roll with the punches.

The death of her father left her orphaned, she says, because she never really had a relationship with her biological mother. Stanley and her stepmother were estranged, so she was made a ward of the state and eventually went to live with her aunt and uncle, who were virtual strangers at the time.

Stanley, however, made a conscious decision to move forward with her life and make her father and new family proud. She set out to be the first woman in her family to earn a college degree.

"Having my dad pass away taught me that whatever you want, you have to go get it," she says. "When you get it, you have to get it to your fullest ability—no matter if you're good at it or bad at it. I don't take life for granted like I think a lot of kids my age do. I take every day as if it could be my last day."

In high school, Stanley threw herself into academics and extracurricular activities. She performed in plays, became the school mascot, and championed literacy in her community. She even won a state championship in wrestling—despite her 103-pound frame.

A&SS – 7.1.1

"I wrote this play called *Memories of a Man*, which is actually about my father. A lot of things I did in high school were for my dad—things he would be proud of," she says.

One of those activities was the Houston Livestock Show and Rodeo's (HLS&R) calf scramble, she says, because her father had been interested in athletics and agriculture. He also was a longtime member of a rodeo cook-off team.

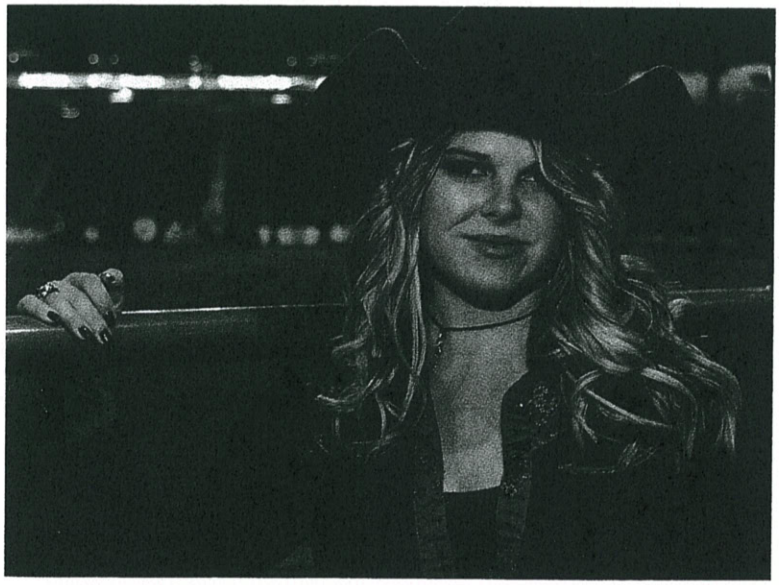
At a recent gathering of rodeo volunteers, she recalled the night she caught her calf: "I will forever have a small scar under my chin from the night I got trampled and kicked. I became a very happy girl after I got across a little white line with my calf."

But what made that night so memorable was that she knew in her gut that she had made her dad really proud.

Stanley credits Alice Stewart, who advises students at Waller High School, for helping her fund her college education. Stewart calls Stanley "a little dynamite."

"You could talk to anyone at this campus, and you'd get the same answer. She's enlightening," Stewart says. "Anything she touches, she does her best at it."

In HLS&R, Stanley found a family that provided a $15,000 academic scholarship to support her college education. "I am so grateful that I received a Houston Livestock Show and Rodeo Scholarship. Thank you for my education, thank you for all the support through hard times," she says.



Her experience has inspired her to help other disadvantaged students find money for school.

"One of the biggest things that I want to do is work with kids who've had problems like me. I want to talk to them about scholarships," she says.

Before her father's death, Stanley spent a lot of time at the restaurant he co-owned, often working into the wee hours and then waking up bright and early for school, all the while garnering impressive grades.

"I've always been good at balancing my time, which has helped me in college," she explains.

Stanley, who entered UH last fall with 18 dual-credit hours, maintains that strict work ethic. She carries a full course load and works part time at UH's School of Theatre & Dance. She had a 3.5 GPA last fall.

"Chelsea has a good head on her shoulders. It's rare to come across someone who is so driven and who comes with such energy and eagerness to learn," says Stanley's supervisor, Brandy Robichau, School of Theatre & Dance associate director for community relations. "She is the lady of a million questions. She knows what it takes to succeed and is willing to work hard to reach her goals. I respect her passion and enjoy her company."

"I am so grateful that I received a Houston Livestock Show and Rodeo Scholarship. Thank you for my education, thank you for all the support through hard times," Stanley says.

Stanley, a theater major, says writing and acting have been both creative and cathartic outlets, and her experience at her father's eatery makes her believe a minor in hotel and restaurant management would be a good fit.

"I'd like to find a job at a regional theater. If not, there's always the chance of working for Cirque du Soleil," she says. "Eventually—and this is a big goal, a big dream, because I think you have to have big dreams—I'd like to open a dinner theater in Houston. Houston is the perfect market for it."

In the meantime, Stanley intends to continue working hard at school and work.

Her aunt and uncle, Kim and Chris Grimes, insist that people are drawn to Stanley's personality.

"Everyone she meets immediately just loves her. She's very kind," Kim Grimes says. "She's wise beyond her years and empathetic. We are so proud of her."

John Alstrin, UH's assistant band director, who is overseeing Stanley as a mascot in training, agrees Stanley is "a sweetheart."

"She's very, very responsible. She's really into what she's doing. She sent us a DVD of her as the Waller bulldog. At first, we didn't return her calls right away, but she was persistent. That was what sold us on her. She's just really into it."

Stanley says she loves to entertain and have fun.

"Little kids are what really do it for me," she says. "The way they laugh and giggle and think I am real. They make all the sweating worth it." ■

A&SS – 7.1.2